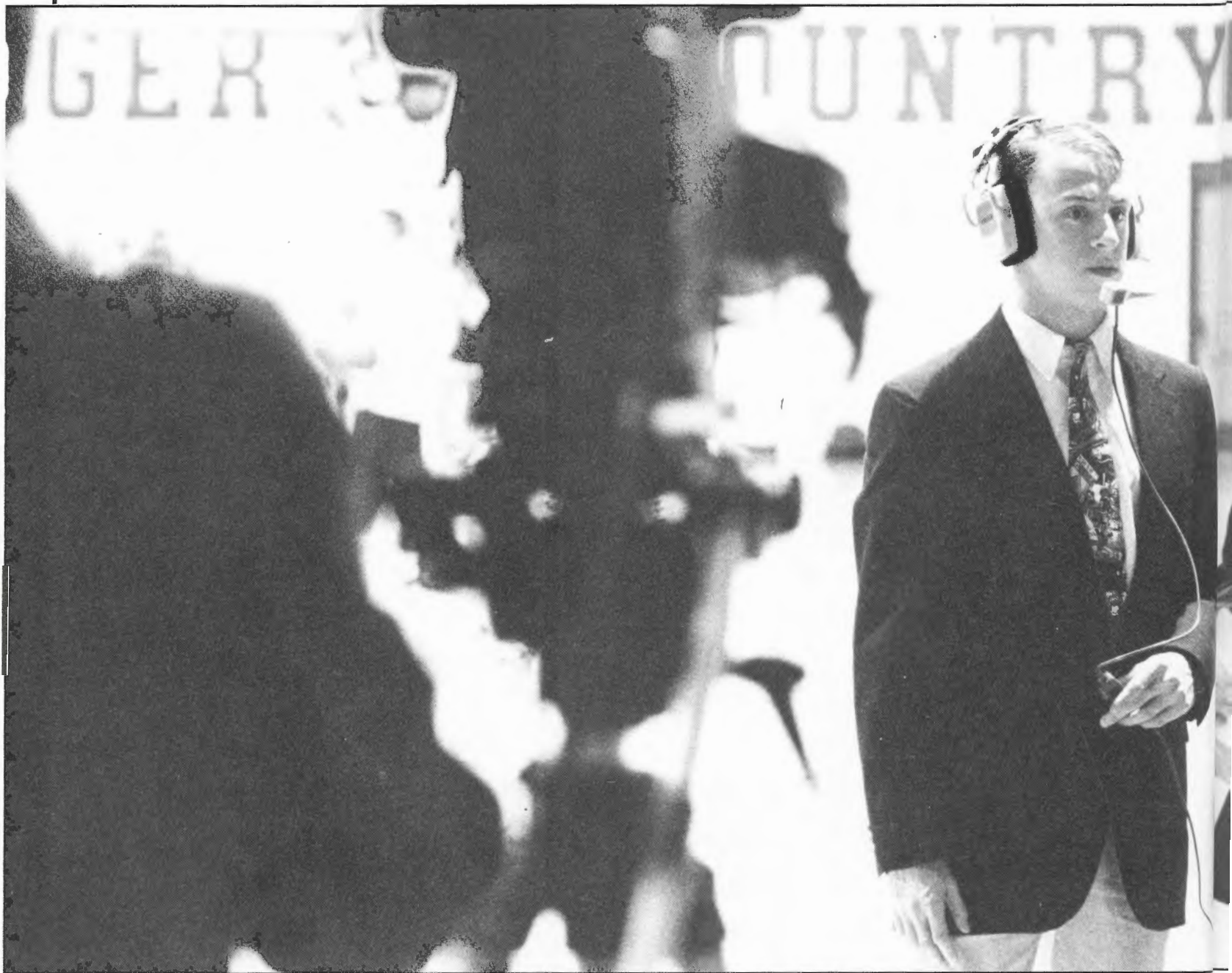


# ACADEMICS



*photo by Guy Lyons*

Anticipation built as delegates filed into the room finding their specified location among the chairs and desks. Each came prepared to discuss the world's issues. **REACHING** to express their country's concerns and solutions to the world's problems while finding a compromise with other nations, students studied vigorously. They moved beyond the realm of the familiar, taking hold of the world through Model United Nations.

Standing in the midst of the familiar, other students stepped back to

discover the heritage of what they knew today. They traveled to Old Washington as part of the Folkways of the Red River Region summer school course. Grasping a foundation in the humanities, students reached **BEYOND** the normal classroom setting to role-play historical figures, study literature, learn music, and discover art.

Hammers echoed through the halls of Verser Theater as technical crews built the sets for "Tartuffe," "The Fantasticks," and the one acts. Students engulfed themselves in auditions, rehearsals, and productions, gaining new skills and confidence each step along the way.

The rushing of **THE** river consumed the thoughts of students and professors adorned in waders and surrounded by research equipment. This hands-on learning provided by research grants taught valuable lessons both to the students involved and the beneficiaries of the research results.

Airplane engines roared as students and professors traveled to foreign countries teaching capitalism and learning other languages and cultures.

No matter what academic query lay before them, students and professors met the challenge. They moved beyond the **WALL** of the familiar and comfortable to grasp the world's goals and dreams, both past and future.

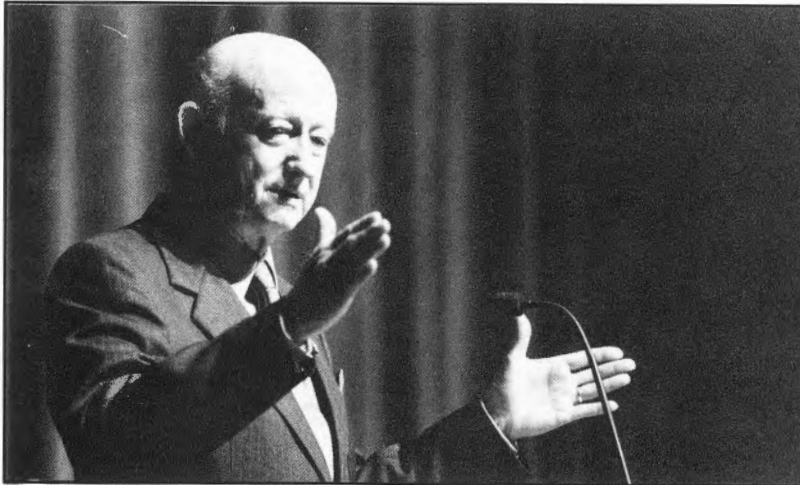


*Junior Jeff Williams directs a shot of seniors Andy Russell and Chris Bosen commenting on a Tiger basketball game. Sports commentating, hosting "The Ouachita Program," and dee-jaying "This Week at Ouachita," were just some of the hands-on experience gained by communications majors. Like the Department of Communications, each department focused on book knowledge as well as hands-on education.*



**CONDUCTING WITH PRIDE** Dr. Francis McBeth conducts the concert choir as they perform in a salute to the composer. Students in the Division of Music took pride in studying under a musical genius. *photo by Jim Yates*

**DESCRIBING SUCCESS** Dr. Francis McBeth addresses the chapel audience and describes the secret to success. Students found the humor he added to his words of wisdom to be very entertaining as they sat through another Tuesday morning service. *photo by Guy Lyons*



## BERNICE YOUNG JONES SCHOOL OF FINE ARTS *Division of Music*

Departments of Applied Music, Church  
Music, Music Education, and  
Theory-Composition

### Statistics:

33 performance majors  
8 church music majors  
8 musical theatre majors  
8 theory-composition majors  
19 instrumental education majors  
33 choral education majors  
23 BA degree music majors

### Requirements:

81 hours for performance  
79 hours for church music  
92 hours for musical theatre  
82 hours for theory-composition  
115 hours for instrumental education  
99 hours for choral education  
53 hours for BA in music

### Music Organizations:

Concert Choir, Ouachita Singers, Ouachita Sounds, Opera Workshop,  
Musical Theatre, Piano Ensemble, Ouachita University Marching and  
Concert Bands, Jazz Band, Handbell Ringers, String Ensemble, Music  
Educators National Conference, Phi Mu Alpha Sinfonia, Sigma Alpha Iota,  
Pi Kappa Lambda, and Music Teachers National Association

**Tra' Latham,**  
*a senior instrumental  
music education  
major from Ragley,  
Louisiana...*



"Being at a smaller  
university and a part of  
the School of Fine  
Arts, you receive  
hands-on experience  
that will make you a  
better educator."



**APPROVAL** Dr. Francis McBeth looks on with approval as the concert choir performs his own work. Dr. McBeth enjoyed two nights full of entertainment of his pieces performed by the University's concert choir and concert band.  
*•photo by Jim Yates*

saluting remarkable

# TALENT

*Students in the field of music took pride in studying under the genius of award-winning professor Dr. Francis McBeth.*

The cushioned seats in Jones Performing Arts Center were filled as students, faculty and members of the community came to salute a genius. One of the University's own, Dr. Francis McBeth, the composer-in-residence and chair of the theory/composition department of the Division of Music, completed his 39th year at the University and those who had studied under him and worked with him wanted to recognize the man along with the artist.

"There are many instances when a person that is nationally renowned does not receive the recognition they deserve at home," said Dr. Charles Wright, professor of music and chair of the Division of Music. "We want Dr. McBeth to know that he is loved and respected for his ability and creativity here at home."

The two evenings of salute included pieces composed by McBeth spanning nearly four decades of compositions. The program was titled "The Creative World of Francis McBeth." The two concerts, performed by the University's concert band and concert choir, took preparation from both students and faculty. "Our performing units have worked hard all year to prepare for this particular program," said Dr. Wright. "I think it is going to be a real musical treat for those in attendance." The musical selections performed were chosen by Dr. McBeth, and he conducted several of the pieces himself.

Dr. McBeth joined the faculty in 1957, and retired at the end of the academic year. The Board of Trustees designated Dr. McBeth as Distinguished University Professor, along with approving to

name the recital hall in Mabee Fine Arts Center after Dr. McBeth.

McBeth received several honors and awards for his talents. The most outstanding of these awards have been the Presley Award from Hardin-Simmons University; the Howard Hanson Prize of the Eastman School of Music for his "Third Symphony" in 1963; recipient of an American Society of Composers Authors and Publishers Special Award each consecutive year from 1965 to the present; Past President of the American Bandmasters Association; the American School Band Director's Association's Edwin Franko Goldman Award; and many more. In 1975, Dr. McBeth was appointed Composer Laureate of the State of Arkansas by then Governor Bob C. Riley.

As a player, McBeth performed in Germany, France, Italy, England, Scotland, and Iceland. As a composer, he was consistently in the top group of the most performed American symphonic wind composers the past 30 years, and as a conductor and lecturer, he traveled nine months out of the year and conducted in 48 of the 50 states, Australia, Canada, Europe, and Japan.

Along with all of the honors, awards, and recognition, Dr. McBeth received praise and respect from his colleagues and students. "He has meant a great deal to Ouachita and the field of music, generally," said Dr. Wright. "He has impacted many lives over the course of years and his students, peers and friends can testify to his dedication to quality music and to his positive attention to their individual lives and careers." *•by Genny Cassaday*

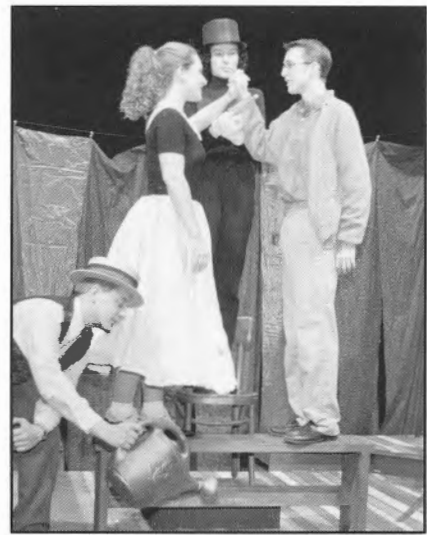
*"We want Dr. McBeth to know that he is loved and respected for his ability and creativity here at home."*

*•Dr. Charles Wright*



**PERFORMANCE** Junior Adrienne Allison, junior Jeanetta Bechdolt, and freshman Jeremy Rabe along with junior Shane Flanagan perform in "Fantastiks." The show used the talents of both music and theatre students.  
•photo by Amy Morton

**CHRISTMAS CHEER** Students from the School of Music and the Department of Theatre Arts come together in the "Festival of Christmas." It was open to students, faculty and the community. •photo by Carol Price



# — bringing variety to the — STAGE

*Students in the Department of Theatre Arts gained the attention of audiences as they performed a variety of entertaining shows.*

She clutched her stomach and doubled over in her seat with pain. With one hand still holding her side, she used her free hand to wipe the tears from her face and struggled to catch her breath. But her efforts were in vain. Within seconds she was again bent over with uncontrollable laughter, her high-pitched cackles joining the roaring chorus of those around her. Moliere's "Tartuffe" lived up to its billing as a "comedy of manners," but when the hilarious layers of rhyming couplets were peeled away, a very serious core issue remained to be pondered.

Grasping the attention of the audience and forcing them to look at important issues was a strong desire for junior theatre/art major Jeanetta Bechdolt. "I wish people could see the theatre as a mode to helping people in the community to understand issues, social and political," she said. "They're entertained by it, but I hope they leave with something more than just being entertained."

The department also tackled a story of the Great Depression when they presented "The Grapes of Wrath," based on the novel by John Steinbeck and adapted by Frank Galati. It was the story of the Joad family, who, like so many other farmers of that time, were forced by the Dust Bowl to head west to look for work. "This play wonderfully depicts how the human spirit is able to persevere and come out on top," said Dr. Scott Holsclaw, assistant professor of speech and drama and director of the play. "I believe that the audience will be greatly affected by this play because it says so much toward the survival of the human condition."

Along with the Division of Music, the Department of Theatre Arts put on a production of the longest running show in New York theatre history, "The Fantasticks" by Harvey Schmidt and Tom Jones. Holsclaw said the department was trying to do one musical

a year in order to further enhance the performing experience for those acquiring the new musical theatre degree.

Music was also the theme of "An Evening of Opera Scenes" directed by Assistant Professor of Music, Dr. Jon Secrest. The show featured student performances in scenes from "Tales of Hoffman" by Jacques Offenbach, "Falstaff" by Giuseppe Verdi, and "Cosi fan tutte" by W. A. Mozart.

The department also pleased the crowds with productions of "Jake's Women" and the student directed One-Acts. The One-Acts consisted of eight different plays, and their student direction gave those who were usually in the spotlight a chance to experience performance of a different kind.

Senior theatre arts/communications major Chris Bosen praised the development of the Bernice Young Jones School of Fine Arts and claimed that it helped "create a little more exposure" for the theatre. Bosen commended the department for its eclectic selections. "I think the best part is the variety of styles and genres offered," he said. "The four major performances we did were all different—the very heavy, serious drama in 'Grapes of Wrath,' the contemporary comedy 'Jake's Women,' one of the longest-running Broadway shows 'The Fantasticks,' and a highly stylized classic 'Tartuffe.'"

In the midst of the carefully crafted sets and costumes, the lights, and the dramatic pleas or playful antics of the actors, the audiences were transported to the heart of the Great Depression, to the domain of a pious swindler, and to the yard of a young couple singing of love's woes and joys. They were entranced by those who practiced the art of stepping into another's shoes and learning how to walk well in them. •by Cory Hutchinson

*"They're entertained  
by it, but I  
hope they leave  
with more than  
just being  
entertained."*

•Jeanetta Bechdolt





**SHOWING EMOTION** Sophomore Jennifer Salazar, senior Bob Stevenson and freshman Jon Lee present a scene from Moliere's "Tartuffe." Students in the Department of Theatre Arts were successful in performing plays that dealt with political and social issues. *photo by Jonathan Henderson*

**CREATING A SCENE** Seniors Leslie Srygley and Eddie Struble depict a scene from "Tales of Hoffman." This scene was part of "Opera Scenes" put on by students in the Jones School of Fine Arts. *photo by Jay Srygley*



## BERNICE YOUNG JONES SCHOOL OF FINE ARTS

*Departments of Visual Arts and Theatre Arts*

### Statistics:

2 art education majors  
1 studio art major  
13 graphic design majors  
15 theatre majors

### Requirements:

39 hours for art education  
39 hours for studio art  
39 hours for graphic design  
34 hours for theatre

### Unique Courses:

Public School Arts and Crafts emphasized the placement of art in school  
Ceramics and Pottery provided lessons with the pottery wheel and the kiln  
Graphic Design Portfolio helped students prepare a portfolio demonstrating professional competence

Play Directing acquainted students with the problems of producing plays

### Student-Led Productions:

"Hidden in this Picture," "The Open Meeting," "A Tender Offer," "This Property is Condemned," "No Exit," "Inner Circle," "Funeral Parlor," and "Unprogrammed"

**Chad Gay,**  
*a senior graphic  
design major  
from Stuttgart,  
Arkansas...*



"The facilities in the School of Fine Arts have greatly improved from what we had in the past which allows the students to develop to their potential."



**INTERPRETATION** Ma Wen, an interpreter, translates for Dr. Allison while he teaches in the classroom. Allison was teaching government officials as part of his activities.

**I LOVE YOU** Dr. Allison teaches the pastor and members of Monument Street Baptist Church the sign language sign for "I love you." The church in Punglai, People's Republic of China, was made famous by Lottie Moon.

**FRANK D. HICKINGBOTHAM**  
**SCHOOL OF BUSINESS**  
*Departments of Accounting, Economics and Finance,  
 and Management and Marketing*

<b>Statistics:</b>	<b>Requirements:</b>
54 accounting majors	21 hours for accounting
9 professional accountancy majors	42 hours for professional accountancy
6 economic majors	18 hours for economics
35 finance majors	18 hours for finance
16 management majors	18 hours for management
30 marketing majors	21 hours for marketing
8 business education majors	18 hours for general business
70 business administration majors	
2 office administration majors	

**Unique Courses:**

- Business Ethics applied ethical models to common situations
- Consumer Behavior incorporated social sciences in business world
- Business Internship provided employment experience

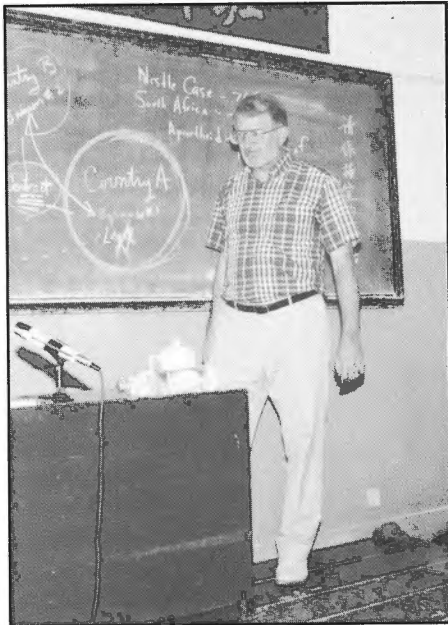
**Stephanie Turnage, a senior business administration major from Little Rock, Arkansas...**



"The School of Business goes beyond classroom instruction in preparing students for the business world through internships and the student business advisory council."







**EXCHANGING KNOWLEDGE** In Jinan, Dr. Bob Allison teaches government officials and factory managers. Allison taught market economics and management.

**COMING TOGETHER** Professors Dr. Robert Webster and Bob Sanders pose with students and professors at Western Theories and Practices Kazakhstan Summer Business School. The professors taught capitalism to the foreign students.



# restructuring a new NATION

*Professors helped some members of the former Soviet Union take on the task of creating a new economy.*

The Cold War was over. The Iron Curtain had fallen. The Soviet Union was no more. The states that once made up the Union of Soviet Socialist Republics had broken into separate entities and were left with the difficult task of restructuring their economies and governments. For some of these states where communism formerly resided, capitalism and free markets had begun developing, but it had been very challenging to fill the place of an economy that crumbled only a few short years before.

Several professors of business and economics worked to help educate members of the former Soviet Union in the principles of free market economics.

Dr. Bob Sanders, Dr. Donald Anderson, and Dr. Bob Webster visited the Power Engineering Institute in Almaty, Kazakhstan. The objective of the trip was to conduct classes for Kazakh students, faculty, and business people seeking to facilitate the transition of the economy. The classes were taught in English to an audience of mostly bilingual members.

When asked about Kazakhstan conditions and the effect of economic transition on the nation, Dr. Robert Webster said, "On first appearance, Almaty was a rather attractive city with tree-lined boulevards and a big city environment." However, he indicated that on closer inspection he could tell that building materials were low quality and many buildings were "falling apart." He even described the airport where he first landed as resembling one in a "1960s James Bond movie."

The breakdown of communism and the developing free market system created a "big divide between the 'haves' and 'have nots.'" Some people prospered in the free market, but many suffered from price wars and the lack of necessities.

Benefits of the trip were many both for the professors and their students. Dr. Webster mentioned "a three-prong advantage of the trip," which included "educating students, building trust between nations, and working to further the cause of Christ."

Another professor, Dr. Bob Allison, had a similar experience during the summer of 1995 while teaching business management and market economics at Yantai University in Northern China. Dr.

Allison taught government and business leaders of the provincial government. China's government ran business because they were still a communist nation.

Dr. Allison said his first reaction upon arrival in China was "people everywhere!" In the nation of more than two billion people, more people had studied English than the rest of the English-speaking world. Over 300 million Chinese had studied the language.

According to Dr. Allison, the China of 1995 surprised him. Many believed China to be the way it was during the Cultural Revolution, but China had changed dramatically. Dr. Allison said he "expected the people to be wearing Mao's pajamas" when, in fact, they dressed in bright assortment of color and fashion. The women even "dressed up" regularly and found a great deal of modern independence which manifested itself in areas as small as the way they dressed.

All of the professors had given their time and ability to the task of educating in nations foreign to most westerners. As a result, they had strengthened international ties between the United States and his former Cold War enemies. In addition, they had "reached beyond the wall" of this campus into the hearts and minds of students, professionals, and teachers people from the other side of the world. •by Rebecca Roe

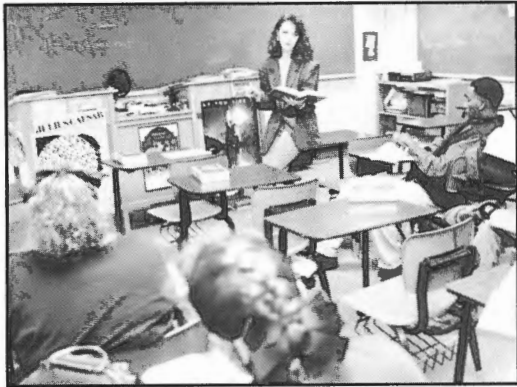
*"Almaty was a rather attractive city with tree-lined boulevards and a big city environment."*

*•Dr. Bob Webster*



**NUMBER ONE** Senior Matt Pryor teaches a math lesson to elementary students. An elementary education major, Pryor worked with students two hours a week for the Foundations of Education class. •photo by Jim Yates

**STORY TIME** Senior Chantal Bunn reads to a high school English class. Students observed in high school, junior high, and elementary schools. •photo by Jim Yates



# learning valuable LESSONS

*Students in the Foundations of Education class observed local classrooms to gain experience in their field.*

The days of finger paints, paste, and crayons are in the past, right? Not for the students who observe elementary students as a part of Foundations of Education, a class required for beginning teachers.

The students observed for two hours once a week. "I look forward to going every Friday," said Sarah Stanley who observed third graders. "It really brightens my day. They draw me pictures and ask me to play with them during recess." Most observers agreed with Stanley on the acceptance of the children. "No matter how I feel before going into the classroom, being around the children makes me smile. The kids are so fun to work with," said Jada Wilson.

Besides working with the children, observing gave students the practical experience needed to become a teacher in the future. They were able to sit in a classroom and see exactly how the teacher was able to handle the students effectively. "It is important to see how kids interact with teachers and each other. You don't see that clearly as a student," said Greg

Casey. Observers also got a different perspective of teachers once they started observing. "I learned from observing how important

it is for students to look up to their teachers," explained Janna Young. "If students respect their teachers they are more motivated to learn."

This also showed the observer what a complicated and sometimes hard job it was to be a teacher. Another observer, Traci Clark, said, "Now that I've been in their shoes I have the utmost respect for my teachers."

Once observers overcame the initial shock of helping with 20 children at a time, they were able to obtain knowledge for their future career. "When they first said Miss Clark, I kept looking around for my mom," said Traci Clark. Observing was a great way for future teachers to get hands on training. Bonny Burnett explained, "Going into the classroom is a good experience because it lets you experience things you can't possibly learn from a book."

Foundations of Education was a required class for all education majors. This training was only one opportunity available for students. •by Danielle Carey

*"No matter how I feel before going into the classroom, being around the children makes me smile."*

•Jada Wilson



# SCHOOL OF ARTS AND SCIENCES

*Division of Education*

## Department of Education

**Statistics:** 102 elementary education majors  
**Requirements:** 94-109 hours for certification

**Organizations:**  
Kappa Delta Pi  
Ouachita Student Education Association

**Professional Tests:**  
Pre-professional Skills Test (PRAXIS Test # 1)  
Specialty Area Test (PRAXIS Test #2)  
Test of Professional Knowledge (PRAXIS Test #3)

**Unique Courses:**  
Foundations of Education and Field Experience involved students in local classrooms  
Whole Language and Teaching Reading involved students teaching small groups of students

**Shaunna Brown**, a senior elementary education major from Van Buren, Arkansas...



"The block courses have given me the opportunity to be familiar with the classroom before student teaching. They have helped me feel like I'm in control."



**EXTRA HELP** Sophomore Stacy Stuart, a speech pathology major, assists a first grade student. Many speech pathology students took education classes. *photo by Jim Yates*

**RIGHT HERE** Senior Matt Pryor explains a math problem to a student. Pryor observed elementary students as part of the Foundations of Education class. *photo by Jim Yates*





**ART WORK** Sandy McDowell, an instructor in the art department, works on a piece of art in her spare time. McDowell worked on her own art, along with the art she produced in the classroom. •photo by Guy Lyons

**PLAY IT** David Allen Wehr, the artist-in-residence, plays for some music students. Wehr wrote music and performed while he taught for the University. •photo by Guy Lyons

## SCHOOL OF ARTS AND SCIENCES

### *Division of Education*

#### Department of Family and Consumer Sciences

**Statistics:**

32 majors

**Requirements:**

30-76 hours for a degree

#### Possible Degrees:

- B.S.E. degree with a teaching field in family and consumer sciences
- B.S. degree meeting prerequisites for an American Dietetic Internship with a major in family and consumer sciences
- B.A. degree with a major in family and consumer sciences

#### Department of Health, Physical Education, and Recreation

**Statistics:**

76 majors

**Requirements:**

41 hours for a degree

#### Possible Degrees:

- B.S.E. degree with a teaching field in secondary physical education
- B.A. degree with a major in health, physical education, and recreation

**Angie Vance,**  
*a senior pre-dietetics  
major from  
Arkadelphia,  
Arkansas...*



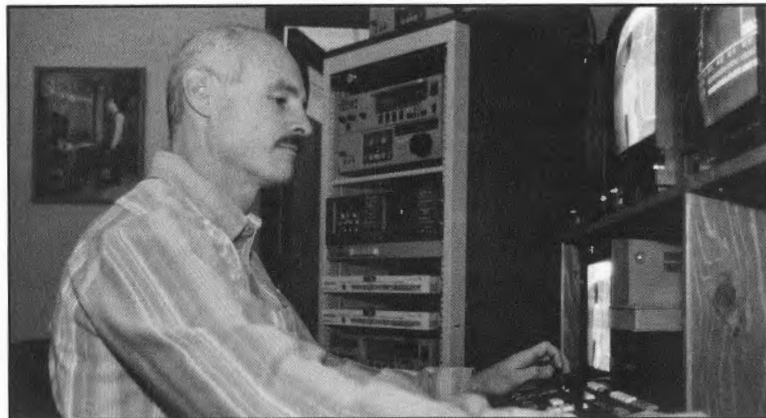
"The dietetics department has allowed me to take what I've learned in class and apply it to real life situations."







**DELIVERING A MESSAGE** Dr. William Steeger preaches to a group of students. Many religion professors served in local churches. •photo by Guy Lyons



**HARD AT WORK** Dave Ozmun works in the editing room in the communications department. Along with his classroom duties, Ozmun worked on his doctorate and did other film work for the University. •photo by Guy Lyons

---

# playing different ROLES

---

*Professors used music, art, and mission work as they provided for various communities beyond the classroom.*

---

After a long day in and out of the office and classroom, Dr. Hal Bass, chairman of the political science department, got into his 1989 Jeep Wagoneer and rumbled off to the court house to attend a Clark County Election Commission meeting. Bass served as the chairman of the Commission and added to his responsibilities along the way. "On the eve of an election is the busiest time for me," said Bass, "and making sure all of the details are done correctly is really hectic because so much depends on you getting it right the first time." For many professors, five o'clock was the ending of their academic duties in the classroom, but these duties were carried out in various other areas beyond the classroom.

Mr. James Rothwell graduated in 1978 with a B.A. in accounting and in 1979 with a M.B.A. in accounting. He obtained his CPA in 1984. He was an assistant professor of accounting in the School of Business and taught many accounting classes. However, he had recently co-authored an Intermediate Accounting Study Guide that had been adopted by the University of Tennessee, UCLA, and the University of Houston to name a few. In addition to those accomplishments, Rothwell was employed by the Arkadelphia branch of Citizens First State Bank as an internal auditor and then was given a supervisory position. He recently held the position of consultant. Rothwell also had responsibilities in the community. He had served on the board for the Festival of Two Rivers and on the finance committee for First Baptist Church. Rothwell also had taught seminars on finance management in area churches.

Another professor who used his degrees for opportunities other

than teaching was Dr. Roy Buckelew. He graduated with a B.A. in history and speech. In 1965, Dr. Buckelew obtained his seminary degree and began preaching. However, in 1966 Dr. Buckelew said he felt called to teach at a Baptist college more than he was called to preach. Therefore, he decided to pursue a Ph.D. degree. He said he chose the field of communications because he believed that "Communicating is what we do in ministry." In 1983, he graduated with a Ph.D. in communications. After sending resumes to every Baptist college in the nation, he was hired as a vice-president at Oklahoma Baptist University.

Dr. Buckelew had been a pastor for 20 years in various churches across the nation and had served as an interim pastor 17 times. He was the interim pastor for the First Baptist Church of Pine Bluff where he was allowed to communicate with more people through televised broadcasts. Within the community, Dr. Buckelew also used his degree to expand ministry and touch people's lives through weekly articles that he wrote for the local newspaper's religion section. "I feel like I have the best of both worlds in that I get to do both the things I love to do," said Buckelew. "I don't just see teaching as a job but as a ministry."

The value of education had allowed many professors on campus to surpass the stereotypes and teach students and the community beyond the classroom. Dr. Frances MacBeth's music inspired not only students but the community as well. Much was learned from the professors through the music, art, and mission work they provided beyond the classroom. •by Jodie Mathews

*"I feel like I have  
the best of both  
worlds, in that  
I get to do both  
the things I  
love to do."*

•Dr. Roy Buckelew



**LEARNING TRADES** Ed Talley shows Brad Cooper, Lee Crouse, Trey Barr, Brandon Massey and Yoshie Granada the skill of spinning. They had a tour of the house. •photo by Nashville News

**SHOWING INTEREST** Sophomore Yoshie Ganaha looks at items in Ed Talley's house. The house, east of Nashville, was placed on the National Register of Historic Places. •photo by Nashville News



---

experiencing

# HISTORY

---

*Traveling to Old Washington and visiting many of the area's historic sites, students encountered history.*

---

Who would have ever thought spending the summer in an Old Washington cemetery would prove to be exciting? After numerous hours of credit, the "Folkways of the Red River Region" course unveiled mounds of history and fascination as they traveled and researched this infamous region.

The course which gave students credit in either English, history, or humanities, proved to be an overwhelming challenge and adventure. The group left early each day and traveled to Old Washington for touring, sightseeing, and research at the Southwest Arkansas Regional Archives. "I learned how to use the archives and do research," said Trey Barr. "I could now go and find my entire past in the archives." Each student was responsible to research and present a character from the region. A performance, assisted by Assistant Professor of Speech and Drama Scott Holsclaw, was held in Pioneer Cemetery at Old Washington portraying each character and their uniqueness.

A different aspect of the class this year included a three-day stay in Louisiana and a cruise on the Red River. While in

Louisiana, students traveled to Alexandria and Natchitoches. A presentation was given to students in a similar course at Louisiana College. Brandon Massey said, "The cruise gave students and teachers a chance to relax." This new area added variety and even more first-hand experience of the region.

*"I learned how to use the archives and do research. I could now go and find my entire past in the archives."*

*•Trey Barr*

Another field trip aspect of the course took the students to Little Rock for a tour of the Old State House, Territorial Restoration and the State Capitol.

The students were expected to read seven novels by authors from the region. They also read a biography and prepared a research project.

With Professor Lavell Cole leading the history section, Dr. Tom Greer directing the literature portion, and Dr. George Keck in charge of the musical portion, how could students be misguided? This course proved to be the highlight of the summer for participants. From seeing historic homes to cruising the "Red" they did it all. With tons of work, effort, and dedication, they conquered their mission and embarked upon regional history. •by Christina Lance



## SCHOOL OF ARTS AND SCIENCES

### *Division of Humanities*

#### Departments of Communications and English

**Statistics:**  
74 communications majors  
66 English majors

**Requirements:**  
40 hours for a communications major  
27 hours for an English major

**Possible Career Opportunities:**  
newspapers, wire services, magazines, advertising, public relations, radio,  
television, teaching, writing, and editing

**Unique Courses:**  
Advertising/Public Relations Campaign taught students to develop a  
complete advertising and marketing program  
Creative Writing improved students' poetry and fiction writing  
Advanced Television Production taught students to produce and direct  
television segments

**Chantal  
Bunn, a senior  
English major from  
Fayetteville,  
Arkansas...**



"The professors in the English department are a respectable, yet odd conglomeration whose preferences for various genres offer a solid background in all areas of literature."



**LEADER** At Old Washington's Pioneer Cemetery, senior Chris Newberry guides fellow students and guests. Students did extensive research to learn the history of the area. *photo by Nashville News*

**FOCUSED** Sophomore Kara Darling Kohler looks up at the grave of the Jennings family. Kohler portrayed a pioneer woman as part of the class. *photo by Nashville News*



**REACTION** Senior Daniel Cox and senior Chad Brinkley react to a point brought up during class. Each class period was spent debating topics that would affect students in the future. *photo by Sandra Scucchi*



**FIRST POINT** Freshman Becky Hunsberger gives her speech on why religion should be in schools. Fundamentals of Speech let students deliver a variety of speeches on topics of their choice. *photo by Sandra Scucchi*



## SCHOOL OF ARTS AND SCIENCES

*Division of Humanities*

### Department of Modern Foreign Languages

<b>Statistics:</b>	<b>Requirements:</b>
7 French majors	24 hours for a French major
10 Spanish majors	24 hours for a Spanish major
8 Russian majors	24 hours for a Russian major

**Languages Taught:**

French, Spanish, Russian, German, Chinese and Japanese

### Department of Speech and Speech Pathology

<b>Statistics:</b>	<b>Requirements:</b>
15 speech majors	27 hours for a speech major
60 speech pathology majors	39 hours for a speech pathology major

**Unique Courses:**

Small Group Processes taught students the benefits and detriments of small group work as they were divided into groups  
 Clinical Techniques and Practice gave directed clinical experience to speech pathology majors

**Heidi Warren, a junior speech pathology major from Burlison, Texas...**



"We (speech pathology majors) have great teachers who do all they can to prepare us for graduate school. Having speech clients has also opened my eyes to what lies ahead."





**INTRODUCTION** Dr. Roy Buckelew introduces the topic of the debate during Argumentation. Students were challenged to find solutions for problems dealing with current and controversial issues. *photo by Sandra Scucchi*

**LISTEN UP** Junior Becky Herndon stresses her point on tougher sentences for criminals in the Argumentation class. Dr. Roy Buckelew acted as a moderator for the debates in class. *photo by Sandra Scucchi*

# bringing about CHANGE

*With the help of Dr. Roy Buckelew and Dr. Steve Phillips, new changes came about for students in the speech department.*

Shamrocks and balloons covered the paneled walls of the center as two groups gathered on opposite sides of the room, apprehensive of intermingling. The deejay's voice echoed through the room as the music and dancing began. A couple began to sway back and forth, hand-in-hand. Others performed some fancy footwork while raising their arms in the air. Rock-and-roll, country, and pop music infiltrated the room with their various dances as the clients of Group Living and the members of Dr. Steve Phillips' Small Group Processes class slowly became acquainted. It was Tuesday evening, March 12th when the Small Group Processes class members learned even more of the benefits of community service work as they hosted a St. Patrick's Day dance for Group Living.

"We (the Department of Speech) are committed to doing some community service so students see the benefits of community service work," said Professor of Speech Dr. Roy Buckelew. "We are committed to active learning or learning by doing."

For seven or eight years, Dr. Buckelew taught the speech curriculum alone. In turn, students who majored in speech had him for their entire 27 hours. Dr. Steve Phillips was hired two years ago to work with Dr. Buckelew in the speech department. "Now that Steve has come, we have decided to do some stream-lining," said Buckelew. "We don't want to offer a lot of extra courses which are irrelevant. We're teaching what mainly is emphasized in our field right now."

Dr. Buckelew and Dr. Phillips looked at the department and decided that a speech major should focus on the two tracks of speech communications — rhetoric and public address and communication theory. Both Buckelew and Phillips would teach

two Fundamentals of Speech classes and two upper level courses each semester in an effort to teach better speech communication skills and inevitably help students achieve greater success in life. "We say our discipline is an umbrella discipline which overlaps every other discipline," said Buckelew. "There's not any job you will do where you will not be enhanced by what you learn in the speech communication curriculum."

Learning to involve both critical and ethical thinking, students would take Fundamentals of Speech, Interpersonal Communication, Small Group Processes, Intercultural Communication, Organizational Communication, Argumentation, Public Speaking, History of Preaching, and Rhetorical Criticism in order to achieve a major in speech communication. In addition, a special study was offered. The students in this study were required to do an independent project. If the student wanted to be a preacher, he could do his project on the life or sermons of a pastor. Someone who wanted to be a television broadcaster would do his project on what it took to get involved in that field. "We are committed to the concept of people dealing with critical, controversial issues," said Buckelew. "We're dealing with current events."

With this new curriculum, several different areas of speech were combined into one course. This way more material could be covered. The catalog was changed so that students would have a better idea of what the course they took had to offer. With the changes came a name change. Effective June first, the name of the Department of Speech and Speech Pathology would change to the Department of Speech Communication and Communication Disorders. *by Rachel DeBusk and Beth Ann Lee*

*"We say our  
discipline is an  
umbrella discipline  
which overlaps  
every other  
discipline."*

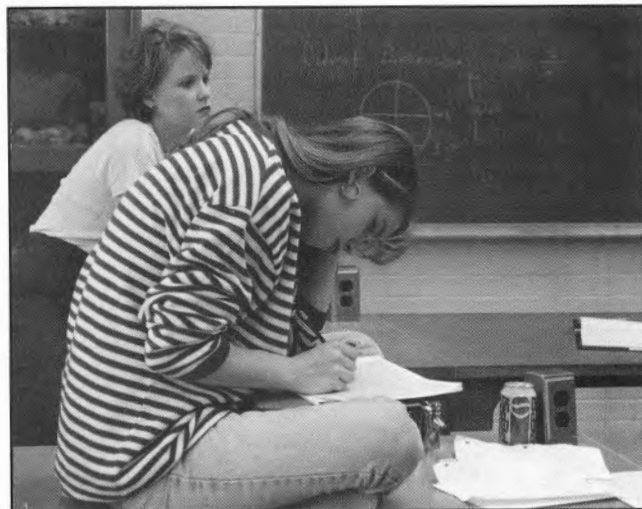
*•Dr. Roy Buckelew*





**MEASURE UP** Senior Marcy Franks and Dr. Knight measure a culvert. The area of the culvert determined the stream of the flow of the water. •photo by John Barber

**CALCULATIONS** Seniors Chariny Herring and Marcy Franks calculate measurements of a culvert. They drew the culvert to determine its area of opening. •photo by John Barber



# researching new PLACES

*Students in the Division of Natural Science took part in several research opportunities around the state.*

What do unborn chickens, high tech cameras, and a lake in Hot Springs Village have in common? They are just a part of the many research opportunities available to students and professors in the Division of Natural Science.

Every two weeks, Dr. Tim Knight and nine biology students traveled to Hot Springs Village. The biological monitoring class took water samples from Lake Desoto to determine the cause of an algae that appeared last summer. The students were responsible for all the work done and received class hours for their efforts. "We are finally using the stuff we learned in books and applying it to the world to solve a problem," said senior Brandy Capelle.

Several physics students gained research experience through funding by the Arkansas Space Grant Consortium. Robert Sproles, a freshman, and Mr. Glen Good were able to purchase a charge coupling device camera with a grant. Sproles used the CCD camera to view variable stars and measure the distance between galaxies. Senior Zine Smith and Dr. Robert Hamilton used the funding to study

solar winds and the effects they have on spacecraft and communications, both earth and satellite based.

Several faculty members were able to take advantage of research opportunities also. Funded by a University faculty grant, Dr. Lisa Cobb studied the healing of chicken embryos. "Since most vertebrate embryos heal the same, I'm hoping to gain insight useful in human embryos development and tissue implants," said Cobb. Knight researched the mercury build-up in south Arkansas rivers and the various ways of reducing the problem.

Senior Tana Tinsley worked with Dr. Joe Bradshaw to study magnetic resonance imaging, a field crucial to cancer research. "I learned the principles in class, but the the equipment and experiment conditions are different," Tinsley said. "This is something that will help me in grad school because the focus there is on research."

This was just an example of the many opportunities offered to the students in the Division of Natural Science. •by Salinda Russell

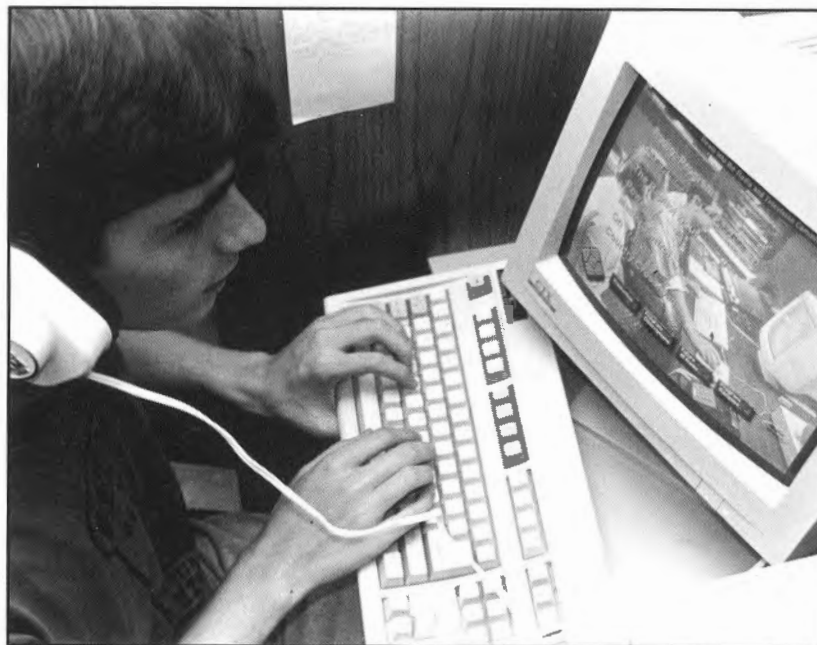
*"We are finally using the stuff we learned in books and applying it to the world to solve a problem."*

•Brandy Capelle



**GAINING ACCESS** Junior Mert Hershberger locates research possibilities before beginning his search for information. With the new lab, the University became one of the only undergraduate universities equipped with a lab of this caliber. •photo by Jim Yates

**LOCATING INFORMATION** Using the equipped PC in the lab, a student pulls up all sorts of information for his research project. Students were able to use the lab for classes and for their own entertainment. •photo by Jim Yates



---

at the click of a

# BUTTON

---

*Maps, scripture, and language tutorials were within arms reach with the discipline-specific computer lab.*

---

Students in the religion department ventured into a whole new realm of exploring, understanding, and enjoying their studies all at the click of a button — a computer button that is.

The integration of computer technology with classroom learning made the campus one of the only undergraduate universities in the nation equipped with a discipline-specific religion computer lab.

"It's not just a computer system with a few religion programs," said Dr. William Steeger, chair of the division of religion and philosophy, director of the Center for Christian Ministries, and W.O. Vaught Professor of Bible. "It is a carefully chosen selection designed specifically to prepare and assist students in ministry."

"If it were not for the lab, I would have had a lot of trouble preparing for sermons and other aids in my ministry," said David Montgomery, student worker in the computer lab. "The lab is an invaluable resource that helped me a lot."

The computer lab, composed of 25 work stations with CD-ROM equipped PCs, aided students in many ways. There were about 30 different programs available, specializing in three different categories that were discipline-specific to the religion department: tutorial, research, and administrative.

The tutorial programs were in five different languages (Greek, Hebrew, French, German, and Latin) and provided vocabulary as well as grammar studies. Not only did the programs review

grammar, but students could even listen as the computer read the selected language back to the student.

Research programs were very beneficial as well. "The research programs allowed me to do research very easily that I just didn't have the time to look for in the library," said music major

Jeremy Martin. "The computers allowed me to do complex research and typing all in the same place, which really was convenient." Daniel Lane, a missions major, loved the integration of computer technology with regular learning. "If I forgot to bring my Bible to class, I could just pull it up on the computer," said Lane. "And if I needed to find a particular verse, Presto! There it was, all with a few clicks of a button."

Although most of the programs focused on academic studies, students had access to leisure and other interesting programs. Logos 2.0 included such interesting things as a collection of hymns that students could view and listen to and an enjoyable collection of classic Christian literature that the computer would read aloud.

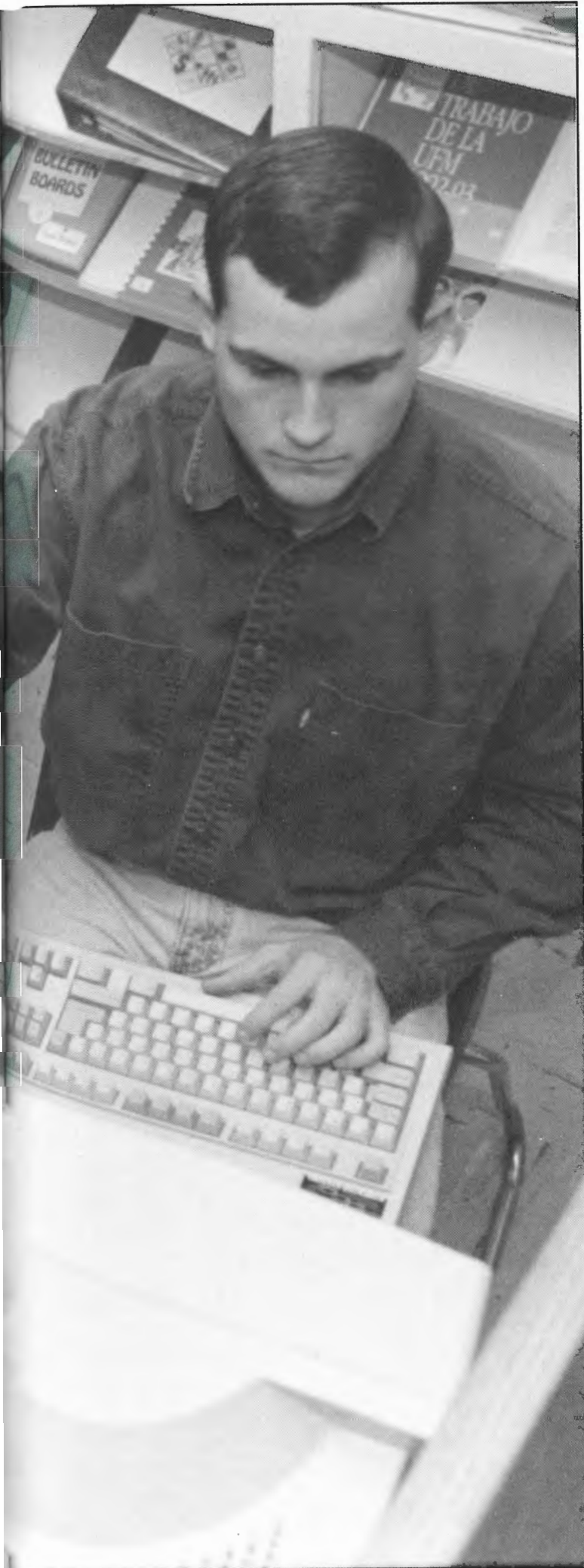
Students were not the only ones to benefit from these programs. Along with the religion department's curriculum lab, the computer lab, under the direction of the Center for Christian Ministries, served as "Ouachita's arm to Arkansas' Baptist churches," Steeger said. "The labs were available for use by Southern Baptist Convention pastors and ministers in the area."

What a great addition religion students had, all at the click of a button! •by Jeff Walpole

*"The computers allowed me to do complex research and typing all in the same place, which really was convenient."*

*•Daniel Lane*





## SCHOOL OF ARTS AND SCIENCES

### *Division of Religion and Philosophy*

**Statistics:**  
197 religion majors  
6 philosophy majors

**Requirements:**  
36-46 hours for a religion major  
24 hours for a philosophy major

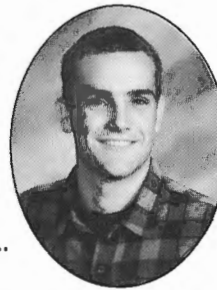
#### Possible Patterns:

Biblical Studies/General	Ministry/Family Life Recreation
Biblical Studies/Language	Ministry/Family Life Christian
Biblical Studies/Theology	Counseling
Ministry/Pastoral	Ministry/Missions and Cross
Ministry/Christian Education	Cultural Studies
Ministry/Youth	Philosophy

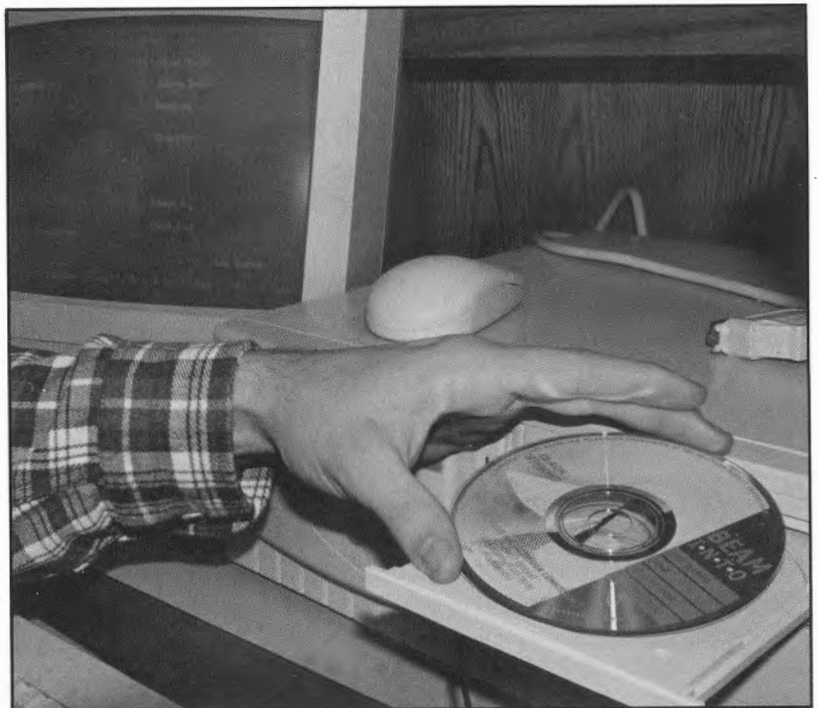
#### Unique Courses:

Supervised Hospital Ministry at Baptist Hospital  
Biblical Backgrounds taught with computers  
History of Philosophy Seminar

**Derek Erwin,**  
*a senior biblical  
studies/language  
major from Mali, West  
Africa ...*



"The religion department is an environment where we can learn principles and theory, participate in ministry, and watch mentors who actively seek God."



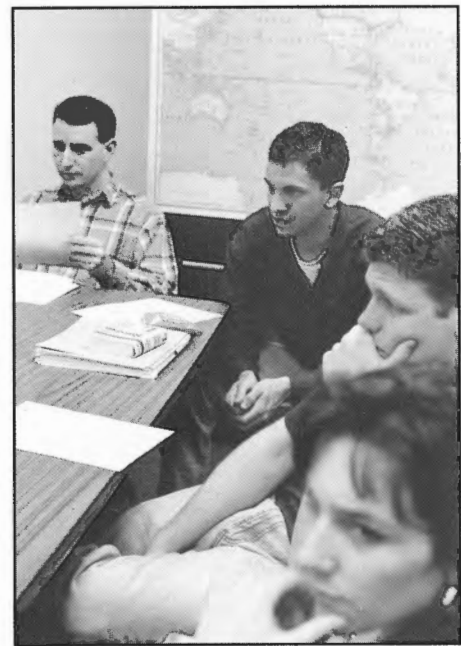
**CONCENTRATION** Junior Chip Arnold works on a computer in the new lab. Arnold was one of many students in the religion department who took advantage of the new facilities. *•photo by Jim Yates*

**TECHNOLOGY** A student makes use of the CD-ROM program in the lab. This particular program was only one of many aspects that were available to students in the Department of Religion. *•photo by Jim Yates*



**PREPARATION** Sophomore Ben Darley, Senior Brandie Wagner and Junior Lane Bailey, along with sponsor Kevin Brennan prepare for the convocation through researching the current problems in the Republic of Russia. The group spent long hours researching and studying former voting patterns of Russia. *photo by Carol Price*

**GROUP MEMBERS** The students and sponsors pose for a photo in St. Louis before entering the meeting area. The University sent 13 students along with two sponsors to the simulation. *photo courtesy of Kevin Brennan*



# tackling global ISSUES

*Students in the Division of Social Sciences participated in the Model U. N. convocation to gain hands-on experience.*

A speaker representing Turkey was at the podium trying to press an issue. The other countries were in the audience debating what the speaker had to say. Each country had their own positions and feelings, and each country presented these feelings, hoping that what they had to say helped their vote pass. One of the countries was Russia, which was represented by 13 of the University's students.

More than 50 college and university teams from all size campuses met in St. Louis to discuss global issues in a simulation of the United Nations. Each cooperating campus submitted a list of countries it would like to represent in the simulation a year in advance. Through a process of reviewing the requests, a determination was made, and the students from the University were assigned to represent the Republic of Russia.

Model U. N. was a program set up for students to learn through simulation how the real United Nations worked. The campus Model U. N. course was taken through the political science and history departments. Dr. Slavens and Mr. Brennan were the sponsors of the group.

The students enjoyed representing Russia. They were one of 15 members put on the security council, which was the only committee with veto powers. "We were powerful, and students liked that," said Brennan. "They did an excellent job."

The group sent 13 proposed resolutions for their country. The proposals were sent ahead of time, and the resolutions that went

into the packet were chosen by the conference. Only those resolutions chosen were the topics debated. Out of the 13 proposed resolutions, 10 made the packet.

The team members worked hard in preparing for the conference. The students were required to participate in a three hour preparatory course, where they studied their assigned country's government, economy, ethnic make-up, and background. "Before the trip, students research past voting behavior of their countries in the U. N., keep up on current events, and write resolutions," Brennan said. "Through this research, they are able to deduce and support the actions taken by their countries at the general Assembly."

"Despite the hard work in preparing for the conference, it all paid off when we were given the hands-on experience to learn about international relations," said junior Jerod Winemiller.

The 13 team members that participated were: Andrew Bagley, Lane Bailey, Caroline Blount, Rebecca Briggs, Erin Crow, Caroline Curry, Ben Darley, Richie Griffith, Monica Leagans, Dorothy McCarty, Richard Meyer, Brandie Wagner, and Jerod Winemiller.

These students were given the opportunity to learn how real policy is made in the United Nations through a unique simulation. "The students are able to get hands-on experience in politics and better understanding of the way governments function," Brennan said. "It allows the students to learn the material in a different way and enjoy it." *by Rachel Debusk*

*"It allows students to learn the material in a different way and enjoy it."*

*• Kevin Brennan*





## SCHOOL OF ARTS AND SCIENCES

*Division of Social Science*

Departments of History, Political Science,  
Psychology, and Sociology

**Statistics:**

48 history majors  
43 political science majors  
44 psychology majors  
57 sociology majors

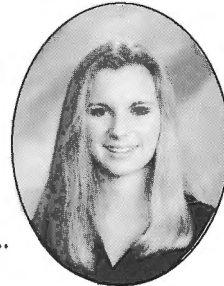
**Requirements:**

27 hours for history  
24 hours for political science  
31 hours for psychology  
33 hours for sociology

**Unique Courses:**

Folkways of the Arkansas Red River Region taught in Old Washington State Park dealt with the cultural history of the Upland South  
Parties, Campaigns, and Elections examined the place of political parties  
Forensics Psychology taught the techniques of criminal psychological profiling  
Social Problems provided hands-on experience with current social problems

**Cory  
Hutchinson,**  
*a junior sociology  
major from Cabot,  
Arkansas...*



"The courses in the social science department have helped to deepen my interest in and understanding of human interaction and behavior."



**DISCUSSION** Seniors Rebecca Briggs and Brandie Wagner discuss possible proposals for the Republic of Russia. The team of students worked hard for a semester preparing for the simulation. *photo by Carol Price*

**ON THE FLOOR** Senior Richard Meyer presents a proposal for the Republic of Russia in St. Louis at the Model U.N. convocation. The University sent 13 students to the simulation during the spring semester. *photo courtesy of Kevin Brennan*